

Safeguarding and Welfare Requirement: Equal Opportunities

Providers must have and implement a policy, and procedures, to promote equality of opportunity for children in their care, including support for children with special educational needs or disabilities



Equality of opportunity

Supporting children with Special Educational Needs and Disabilities (SEND)

Definition of SEND

A child has a special educational need if they have a learning difficulty or disability that calls for special educational provision;

- a) A learning difficulty is a significantly greater difficulty in learning than the majority of children the same age.
- b) A disability that prevents or hinders a child from taking advantage of the facilities.
- c) Special Educational provision is a provision that is additional to or different to mainstream settings.
- d) A child under school age has SEN if he or she is likely to have SEN when they reach school age, or would do so if special educational provision were not made for them.

Policy statement

Bradford Abbas Pre-school aims to work in partnership with parents and carers to provide an environment in which all children, including those with special educational needs and disabilities (SEND), are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice (2015).
- We have in place a clear approach for identifying, responding to, and meeting children's SEND
- We support parents and involve parents (and where relevant children), actively listening to and acting on their wishes and concerns
- We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEND and their families
- We regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.

Bradford Abbas Pre-school Local Offer

Bradford Abbas Pre-School is an inclusive setting where we ensure all individual needs of children in our care are met. Each child is allocated a key-person whose role is to develop a nurturing, understanding relationship with both the child and their parents or carers.

The key-person plans stimulating, engaging activities to allow children to move progressively through the Early Years Foundation Stage (EYFS) where they make best-fit judgements about whether a child is showing typical development for their age, or may be at risk of some delay. Where a child appears to be behind expected levels or where a child's progress gives some cause for concern, The Graduated Approach will be put in place which incorporates an 'Assess, Plan, Do, Review' process.

We will work closely with the child's parents or carers, the setting SENCo and specialised services to ensure the child is valued and supported. Reasonable adjustments to the day-to-day running of the setting would be made to make certain the individual child's needs are being met to allow them to reach their full potential.

The setting's SENCo, the child, their parents/carers and the child's key-person will work collaboratively to implement an Individual Plan (IP) with small, manageable targets to facilitate the child in advancing throughout the EYFS. On occasion further assessment and support is required. In this instance we would look to implement an Education, Health and Care Plan (EHC) which outlines the extra help that will be given to a child in order to support their learning and development whilst always putting the child at the centre of any plans that are made.

There is also a Local Offer stated by Dorset for You. Information can be found at:
www.dorsetforyou.gov.uk/children-families

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCo) and give his/her name to parents. Our SENCo is

Laurie MacBean

- The SENCo works closely with the pre-school leader and other colleagues and has the responsibility coordinating provision for children with SEND.
- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.

- Practitioners are aware of the four areas of SEND (Communication & Interaction, Cognition & Learning, Social, Emotional & Mental Health and Sensory and/or physical) and understand what each of them mean.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We provide a broad, balanced and differentiated curriculum for all our children.
- We provide SEND support to ensure early identification of children with additional needs.
- We use the Graduated Approach System (assess, plan, do and review) ensuring increasing detail and frequency to facilitate children's progress.
- Individual Plans (IP's) may be put in place for specific children if a child usually has long term significant needs in order to have an EHCP (Education, health and care Plan) assessment drawn up.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's special education including all decision making processes.
- We, where appropriate, take into account children's views and wishes in decisions being made about them, relevant to their level of understanding.
- We provide parents with information on local sources of support and advice, e.g. Local Offer Information and Dorset Advice and Support Services.
- We liaise with other external agencies to help improve outcomes for children with SEND and their families, including transfer arrangements to other settings and schools.
- We have systems in place for referring children for further assessment such as Education, Health and Care (EHC) assessments.
- We aim to provide resources (human and financial) to implement our Supporting Children with Special Educational Needs and Disabilities Policy.
- We ensure that all staff are aware of our Supporting Children with Special Educational Needs and Disabilities Policy and the procedures for identifying, assessing and making provision for children with SEND.
- We provide in-service training for staff and volunteers, sign posting parents/carers to appropriate agencies for support and training where applicable.
- We raise awareness of our special education provision and any specialism the pre-school has to offer via our website and other promotional materials
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. target and CCP reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.
- We promote positive attitudes towards children with SEND by acting as good role models and welcoming children into the setting regardless of their individual needs.
- We challenge negative approaches from other children by promoting British Values' 'Mutual Respect and Tolerance' by where children learn similarities and differences between themselves and their peers, and ensure children treat others as they wish to be treated.

Further guidance

- Early Years Foundation Stage Statutory Framework (DfE 2014)
- Working Together to Safeguard Children (DfE 2015)
- Special Educational Needs and Disability Code of Practice 0-25 years (DfE 2014)
- Fundamental British Values in the Early Years (Foundation Years 2015)
- The Children and Families Act 2014
- The Equality Act 2010
- Special Educational Needs and Disability Regulations 2014
- United Nations Convention of the Rights of the Child (UNCRC)

This policy was adopted at a meeting of

Bradford Abbas Pre-school
Committee

Held on

Date to be reviewed

March 2020

Signed on behalf of the management
committee

Name of signatory

Sally Taylor

Role of signatory

Chairperson